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ABSTRACT

A study was done of faculty job satisfaction and mobility at Michigan State University (MSU) by surveying all full-time faculty and specialists there. A multiple-item survey was sent to each participant during February and March 1991. Responses totaled 1,014, a 51 percent response rate. Most respondents had tenure, were hired between 1967 and 1980, and their average age was 49 years. On analysis of the data, several findings emerged, including the following: (1) most respondents spent 35 percent of their time teaching, 26 percent conducting research, and the rest on other activities; (2) most would like to devote less time to teaching, service, and administrative activities; (3) job satisfaction was high with 73 percent "somewhat" to "very satisfied"; (4) 23 percent were interested in leaving MSU, 21 percent were uncertain about their intention, 11 percent planned to retire, and 23 percent would resign for a similar position at another university; (5) of 44 possible reasons for leaving MSU the top 5 were availability of research funds, research opportunities, reputation of the department, departmental leadership, and salary; and (6) faculty were concerned about a proliferation of administrative positions that isolated them from decision-making. Overall the study concludes that the faculty wants and needs a productive environment for quality teaching, research, and service; a stronger voice in the decision-making process; and while institutional loyalty remains strong, the temptation to exit only lies slightly submerged below the daily activities of the faculty. (JB)

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FACULTY IN A TIME OF CHANGE:

Job Satisfaction and Career Mobility

CONTENTS

2 Faced With Challenges

3 Faculty Job Satisfaction & Mobility Methods

4 Faculty Profile

6 Profile Descriptors

7 Job Satisfaction Group Comparisons

13 Desire to Leave Reasons for Leaving

14 Remuneration

15 The Perfect Position?

16 Leveraging One's Position

18 Institutional Issues

20 Looking Toward 1995 Minorities

21 Discussion

23 Conclusion Bibliography Appendixes

> ***"The excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties."***
>
> Bowen and Schuster (1986, p.3)

Sponsorship

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Faced With Challenges

Beginning in the mid 1980s, several national studies, most notably Bowen's and Schuster's *American Professors: A National Resource Imperilled*, called attention to the erosion of faculty morale (p. v). Bowen and Schuster traced faculty anxiety to "the downturn in the number of high school graduates and the uncertainty about prospective financial support" (p. 7). Yet the pressures on faculty to be highly productive scholars, teachers, and knowledge extenders have not relented. "In all, the changes pervading higher education have had profound effects upon the academic profession" (p.7).

Seldom in history have the number and magnitude of issues pressing upon higher education caused as much concern and spurred searches for answers. Demographic projections of the 1970s failed to materialize, rather than shrinking enrollments, many schools saw enrollments stabilize or soar as "new students" (women, minorities, adults) enrolled in increasing numbers. Institutions who have primarily relied on the traditional 18 to 22 year old student may face declining enrollments throughout the 1990s; however, many institutions have adjusted their offerings to accommodate demographic shifts. Implementing these changes have not been easy in the shifting quicksand of financial support. Rapidly rising tuition reflects the inability of state governments to provide continually increasing support for public institutions. Soothed by the economic recovery of the mid-1980s and the generosity of government during this period, many institutions were unprepared for the dramatic financial cuts that began to appear by 1990, certainly 1991.

Hit on two sides by enrollment changes and financial instability, additional blows were struck by champions of educational reform. Reformers wore many masks: business and industry leaders who have been trying to restructure their organizations to meet the challenges of a global marketplace; those who strive for greater social diversity; and champions of the traditional basic precepts of Western education. These reforms have come as wrapped boxes which, when opened, have released conflict over values, attitudes, and institutional mission. Nevertheless, campus administrations and faculties have responded by examining curricular offerings and programs in order to better prepare their graduates for the future they face.

Michigan State University, by her location in a state undergoing significant economic realignment and by her tradition as a pioneering landgrant institution, has encountered many of these issues early, prior to many other institutions. University leaders have attempted to address many of the problems head-on; while, at the same time, striving to incorporate changes that will have a positive long term impact on the institution. Curriculum reform, semester conversion, deepening financial challenges, and a host of additional alterations have placed Michigan State University at the leading edge of change among peer institutions.

As these changes unfold, the impact on the faculty may be far reaching. Faculty will do things differently. Their time will be reallocated as budget restrictions continue, and their teaching responsibilities may change. How faculty will respond, collectively and individually, is not known. Some will grab onto these changes with gusto, while others will resist, often bitterly. The timing seems appropriate to take the pulse of the faculty in a formal and systematic way to capture how the faculty view these changes and what they are thinking about in terms of their own careers.

Clark Kerr once described the modern university as "a series of individual faculty entrepreneurs held together by a common grievance over parking" (Kerr, 1963, p.20). The quasi-autonomous nature of the academic professor's career is never more obvious than in a research university where the ability to advance in one's career is contingent upon the ability to change jobs. Usually, the "pull" of job opportunities elsewhere is countered by the "pull" of job satisfactions at the current institution. There is a level of inertia that must be overcome to stimulate a faculty member to consider changing jobs. At what point is the inertia to remain in a place overcome? When does the internal "pull" become a "push" that causes the balance to shift? What are the thoughts of Michigan State University's faculty regarding the changes they see coming and have experienced. How are these changes affecting their own sense of satisfaction and career progress?

This report provides a profile of Michigan State University faculty at a particular point in time: Spring, 1991. A benchmark is established with this report concerning faculty attitudes, satisfactions, and concerns. It serves as a measure of the impact resulting from the many changes that are occurring at this institution. No specific change has been singled out for study; change, in this text, refers to the totality of actions being pursued across campus. By revisiting the faculty in a few years, a better determination of these impacts can be ascertained. This summary highlights the major findings and points of concern found in the benchmark data.

Faculty Job Satisfaction and Mobility

Both the National Center for Education Statistics (1988) and Astin, Korn and Dey (1991) examined, on a national level, the satisfaction faculty members derive from their jobs. Overall, the majority of faculty were satisfied with their employment. Some work dimensions could certainly be improved: in particular, salary, relationships between administrators and faculty, and the quality of undergraduate students. Even though job satisfaction appeared to be high in the mid 1980s, Bowen's and Schuster's (1986) detailed examination of academe found disturbing signs of a deteriorating en-

vironment that was generally unhealthy in terms of morale, quality of life and future career promise.

Faculty members have entered institutions motivated by the desire to achieve a certain level of success in their field. The attainment of this goal would be influenced by factors external to the campus (eg. family) and those that are internal (eg. instructional resources) which may require adjustments in one's definition of success. Job satisfaction reflects how well an organizational member has adjusted career aspirations to internal factors. A satisfied faculty member should be successful and the successful faculty member should be satisfied (Cytrynbaum and Crites, 1989). Low job satisfaction can imply that a faculty member has not been able to meet institutional expectations and is in the process of disaffiliating from the institution. However, low job satisfaction can also signal a "climate of neglect" that could force highly successful faculty members to pursue opportunities elsewhere (Nicholson and West, 1988).

In the process of courting and accepting a position at an institution, faculty members, even highly successful ones, provide no guarantee that they will remain. To encourage faculty to stay, especially their stars, institutions can be generous in terms of salary, research support, and teaching assignments. Many institutions, however, can only offer modest salary increases; instead they must provide an environment with adequate facilities and support for teaching and research. In return, institutions rely on the faculty's deep sense of loyalty to the institution for stability. Yet, with tightening fiscal resources, it is often the environment that is the first to suffer.

Matier (1990) viewed faculty mobility from an eclectic position, borrowing from mobility and retention, job satisfaction, organizational equilibrium and commitment frameworks. He utilized a push-pull metaphor to explain how faculty exit from an institution. Push-pull forces exert pressures that work against each other, as illustrated by the arrows in Figure 1.

A pull from another institution may be higher salary while the push keeping one in the current location may be community and schools for the children. A push to leave from the current institution may be lack of clerical and research support while the pull to stay may be the loss of autonomy in a new position.

A number of factors come into play in order to overcome the inertia of being in a place. It takes more than an overpowering pull or a strenuous push; rather it is an accumulation of pushes and pulls, that build up, allowing a final push or pull to cause movement.

Matier found that assistant and full professors, generally males, involved in research were the most likely to seek outside employment offers. With an offer in hand, faculty members have several options. They can dangle the offer in front of administrators to leverage for a better package. In these situations, Matier found faculty gained salary increases that ranged from 19% to 24%. If the faculty member accepted the offer, the gains were even larger: 29% to 44% salary increases and promotion in rank or administrative responsibilities. But those who sought no offers or elected not to act upon the offers they received, salaries increased only 7% or 8%.

For Matier's faculty sample, work environment was a critical dimension in the final decision to leave. The tangible benefits of a well-equipped, properly maintained facility that required little personal investment became a major pull to stay or push to leave (Matier, 1990). The "climate of neglect" became the driving force in these decisions to leave. Intangible factors and non-work related dimensions also influenced decisions (Matier, 1990).

The internal pushes build, becoming stronger; strong enough to overcome inertia. According to Schuster and Wheeler (1990), the pushes are increasingly exerting more pressure on faculty to leave their institutions, possibly leaving academics all together. Eight major developments seem to be behind the pressure to exit (Figure 2, from Schuster and Wheeler).

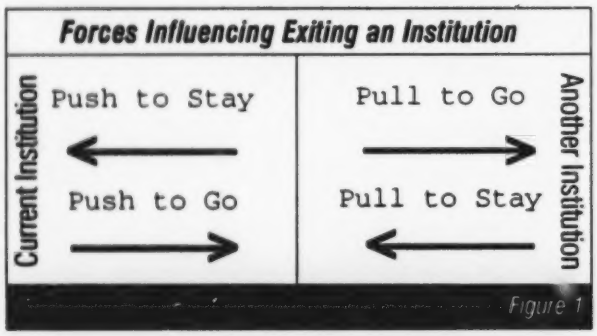


Figure 1

Leading Pressures to Exit

1. Deteriorating working conditions
2. Compensation
3. Weak labor markets
4. Conflicting expectations
5. Aging, tenured faculty
6. Shifting values
7. Compressed career ladders
8. Faculty morale

Figure 2

In times of change, these factors all come into play. The unanswered question: Will these pressures exert the force necessary to overcome the faculty's inertia to remain in place and cause them to leave their institution.

Methods

Participants: A list of tenure-stream faculty and teaching special-

ists was provided by the Assistant Vice-President for Academic Human Resources. After paring the list for faculty members unavailable during the survey period, the total sample population consisted of 2051 faculty members and specialists. A faculty profile revealed that the total population consisted of 54.1% full professors, 77.7% men, 89% Whites, 80.3% tenured faculty and 39.2% with 20 or more years at the university.

Procedures: A 100% sampling strategy was selected because of the high number of tenured, full professors. Any method of stratification would be complex if other characteristics were considered. Department chairpersons were appraised of the study's objectives prior to the surveys' distribution, and asked to promote the study among their faculties and colleagues. A survey accompanied by a cover letter and a return envelope, was mailed to the faculty in March, 1991. Shortly after the response deadline, all non-respondents received a second survey. A few days later a postcard was sent encouraging faculty to participate. The collection of data was completed in June, 1991.

Instrumentation: A survey was designed that tapped into various dimensions that could influence a faculty member's decision to stay or leave the university. Mobley's, et.al (1979) model, representing the primary variables that influence employee turnover, served as a guide for constructing the questions. Specific questions were modified from the National Center for Education Statistics' Survey of Faculty in Higher Education Institutions (1988) and Matier (1990). These questions offered the opportunity to compare results from national samples. Questions on dual-career couples were drawn from on-going work by the principal investigators.

The survey was pre-tested with twelve faculty members who critiqued format, wording, and construction. After several major revisions, the final survey covered job satisfaction, time allocation across work activities, reasons for leaving, intentions to leave, dual careers, and faculty issues within the institution.

Faculty Profile

Responses totaled 1014 with an additional 23 who elected not to participate. The response rate was 50.5%. In addition to comparing the profile of those who responded to the MSU faculty profile, additional comparisons can be made with two national profiles. The National Center for Education Statistics (NCES) project surveyed faculty at 480 institutions, including public research universities (NCES, 1988). In 1990 the Higher Education Research Institute (HERI) interviewed faculty at 392 institutions, including public research institutions. Profiles for all four groups are provided in Table 2 on page 5. The information from this survey reflects responses from full-time faculty.

Michigan State's faculty differs from national norms in several significant ways. The most striking difference is the high percentage of faculty at the full professor rank (54%) and the low percentage at the assistant level (15%); compared to national figures of 36% and 26%, respectively.

The majority of full professors earned their current rank by being promoted throughout their tenure at MSU. Approximately twelve percent (12%) came to MSU with the rank of full professor or were awarded the rank upon appointment since 1982.

With a high percentage of full professors, the number of tenured faculty is correspondingly high: 80% compared to national figures between 61% to 70%. Likewise, the age distribution of the faculty is skewed slightly toward the older end (> 55 years) with only 37% less than age 44.

On two characteristics, Michigan State's faculty tracked closely to the national profiles: nearly 90% of the faculty was white and 78% was male.

The survey response group compared closely with the university population on all characteristics. Fifty-five percent (55%) were full professors; 76% male; 90% white, 79% tenured; and 35% with 20 years or more service at the university. With this profile closely resembling the total population, generalizations to the entire campus community were possible.

Response rates did vary by college. (Table1.) The Colleges of Agriculture and Natural Resources, Education, Communication Arts and Science, Human Ecology, Nursing, Osteopathic Medicine and Social Sciences responded at a rate higher than the 50% average. Lowest rates were received from the College of Arts and Letters and James Madison.

Response Rate According to College

College	%
Agriculture and Natural Resources	60
Arts and Letters	39
Business	43
Communication Arts and Sciences	59
Education	63
Engineering	42
Human Ecology	57
Human Medicine	46
James Madison	32
Natural Sciences	41
Nursing	54
Osteopathic Medicine	51
Social Sciences	50
Veterinary Medicine	51
Non-College	69
Others	44
Urban Affairs	–

Table 1

Profile of Full-Time Faculty at Michigan State University and Survey Group as Compared to Two National Studies[a] (Percent)

	HERI	NCES	MSU	MSU Survey Population
Academic Rank[1]				
Professor	36[1]	37[1]	54	55
Associate	29	27	27	25
Assistant	26	26	15	17
Specialist	9	10	4	4
Race[1]				
White	90[2]	89[1]	89	90
African-American	4	3	4	3
Other	5	8	7	7
Age[1]				
Less Than 30	2[1]	1[1]	2[3]	1
30 to 44	40	40	41	37
45 to 54	33	25	36	30
55 and Up	25	25	22	30
Years Hired By Current Institution				
Before 1967	19[2]	NA	16	21
1967 to 81	45	NA	42	42
Since 1981	36	NA	42	37
Tenured[2]				
	70	61[1]	80	81
Gender				
Men	79	75[1]	78	76
Women	21	25	22	24

1 All Four-Year Institutions
2 Public Four-Year Institutions
3 Figures from Jan 1, 1994

Table 2

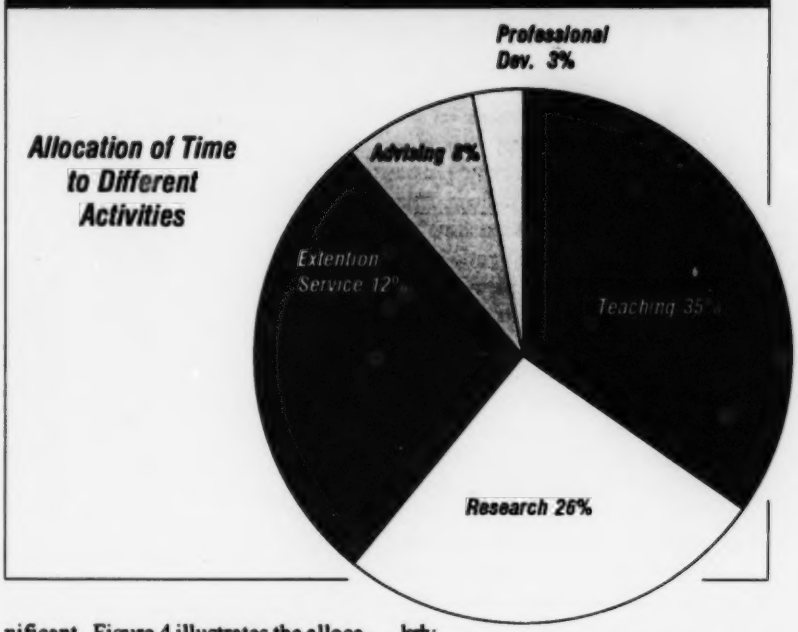
Profile Descriptors

Using the responses from selected questions, groups were created that represented different faculty cohorts. In some cases, responses were collapsed to facilitate the analyses. These groupings are introduced and described here in order that the discussions that follow proceed without further digressions.

Time Allocation: Respondents reviewed their work schedule during Fall term 1990, and estimated the amount of time they spent on teaching, research, advising, professional development, service and extension, administration and governance, and other activities. Respondents provided the percentage of their time allocated to these activities. According to Figure 3, faculty members typically spent their time teaching (35%) and in research (26%) with their remaining time distributed among the other activities.

Men and women allocated their time somewhat differently, especially in time given to teaching and research. Women spent 38% of their time teaching compared to 34% for men. This additional teaching time came from research where women spent only 22% of their time while men spent 27%. For both activities the differences were significant. Figure 4 illustrates the allocation of time for men and women (averages) among designated activities.

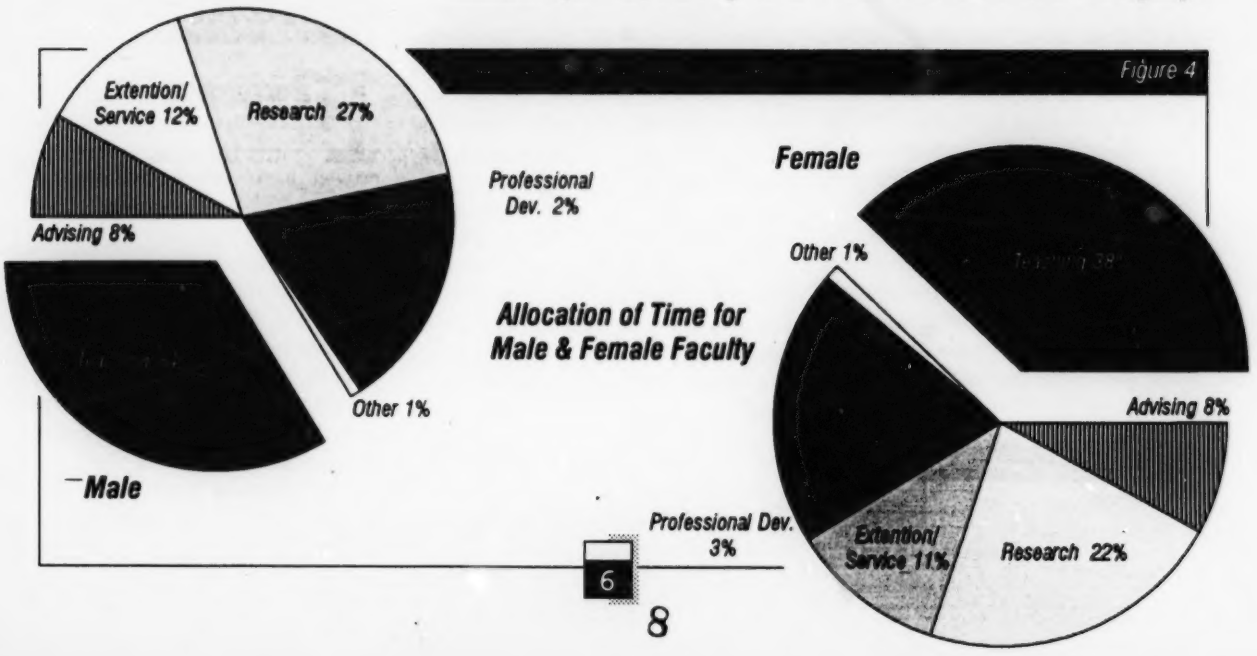
Figure 3



These figures reflect average appointments for faculty members. However, some individuals allocated more time to one activity than others. Using a time allocation of 50% to one activity as a criterion, a variable "GROUP" was created. GROUP sorted individuals by how they allocated their time. For example, if someone spent 50% or more of their time teaching, they were classified as primarily teaching. Similarly, research, extension/service and administration were other subgroups. If someone's time did not exceed 50% in any functional area, they were included in a "balanced" category. Thus, GROUP was comprised of five subgroups: teaching (n = 308), research (n = 145), extension (n = 69), administration (n = 108), and balanced (n = 386).

Interest in Leaving: A question asked respondents their interest in staying or leaving the University. The INTEREST variable contains three groups:

Figure 4



(1) those who expressed any interest in leaving; (2) those who were not sure whether they wanted to leave; and (3) those interested in staying at Michigan State.

Dual Career: Approximately 63% of all respondents reported that their spouse or partner was working outside the home. Of those who indicated they were in a committed relationship, 70% had working partners. Slightly over a quarter, 28%, of these partners were working at Michigan State. For those partners working in different locations, the distance between locations ranged from 1 to 9,990 miles with the median being six miles. Some partners had to accept living considerable distances apart in order to be employed in their fields.

Several differences between male and female faculty are worth noting. Female faculty are much more likely to be in a dual career relationship, 86%, compared to 69% of the men. It is also more likely that a female's partner worked at Michigan State; (41% reported both worked at MSU where only 25% of the men). However, for partners of women faculty, who worked in a different location the distance between job locations was greater than for a male faculty's partner. In other words, a male faculty member's partner worked closer to campus than did a female faculty's partner.

College: Because sample sizes in several colleges were small, several colleges were merged for statistical purposes. The Colleges of Human Medicine, Osteopathic Medicine and Nursing comprised the Colleges of Medicine while James Madison and Urban Affairs were included in the College of Social Science.

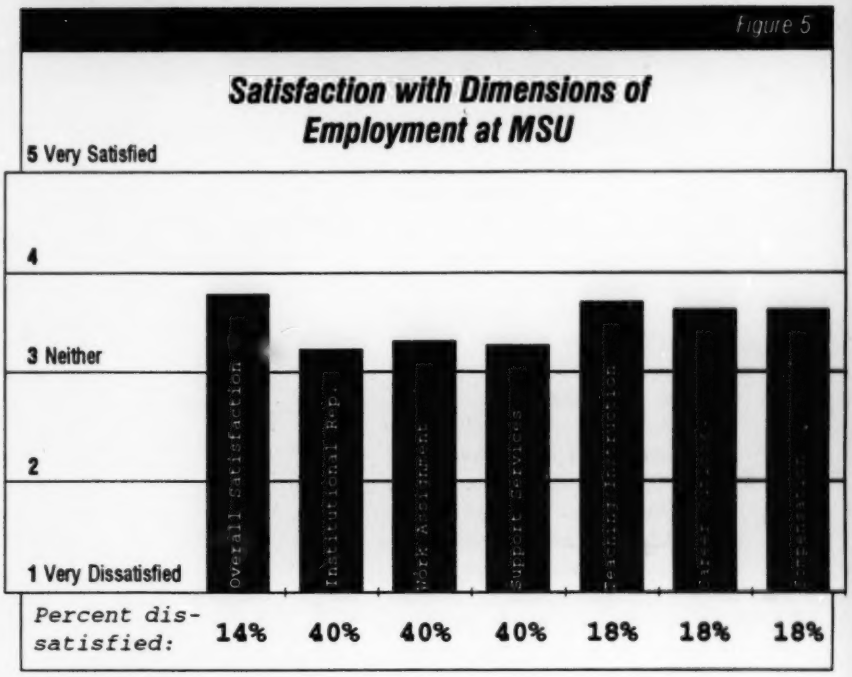
In the analysis, which produced the results below, only tenure stream faculty from the fifteen major colleges were included. Specialists and the non-college faculty were not used at this stage of the analysis.

Job Satisfaction

Job satisfaction was captured using one item that measured overall job satisfaction and thirty items that measured various aspects of the faculty work environment. Measured on a five point Likert scale (1=very dissatisfied to 5=very satisfied), respondents reported being somewhat satisfied with their jobs at Michigan State University (mean = 3.10). Specific aspects of the work environment where faculty satisfaction was high included: job security, freedom to consult, benefits, authority to determine content of classes and authority to make decisions on what courses to teach. Dimensions of the work environment where faculty expressed the most dissatisfaction included: time available for research and scholarship, quality of faculty leadership, quality of chief administrative officers, and the relationship between faculty and administration.

National Comparisons: Similar questions appeared in the NCES and the HERI studies. A comparison was made between these studies, as found in Table 3 on page 8. For several of the work dimensions, Michigan State University's faculty displayed the same level of satisfaction as faculty elsewhere (eg. overall job satisfaction, autonomy to decide course content and which courses to teach, quality of colleagues). On other dimensions, noticeable differences appeared. Commenting on several, fewer Michigan State faculty expressed satisfaction with their research opportunities, support and facilities, and institutional leadership. Particularly striking were the dissatisfaction with the relationships between faculty and administrators and research opportunities. Michigan State faculty were more satisfied with their salary and the quality of the students, both undergraduate and graduate (especially in comparison with the HERI sample).

Figure 5



Group Comparisons

Factor analysis of the twenty-eight work environment items resulted in five latent variables that captured the broad dimensions of job satisfaction. Appendix A provides the factor loadings for each variable, as well as Cronbach's Alpha for the scale items. Six items did not load or split their loadings and were excluded from the latent variables. Salary and benefits with a correlation of r = .544 (p = .001) created a sixth dimension, compensation.

Results show (Figure 5) that faculty were generally satisfied with their teaching/instructional condi-

Job Satisfaction on Selected Work Dimensions From Selected Faculty Studies

(Percent who were "somewhat" and "very" satisfied)

	NCES	HERI	MSU
Overall Job	--	66	73
Work Load: Overall	73	--	56
Job Security	84	74	85
Advancement Opportunities	69	--	50
Course Content	96	85	92
Courses to Teach	--	77	78
Non-Instructional Aspects	76	--	69
Scholarship & Research Opportunities	--	53	39
Mix of Responsibilities	72	--	50
Time Available to Advise	79	--	51
Support Services (Clerical)	60	66	41
Equipment (Computers)	--	--	41
Teaching Assistance	60	--	43
Salary	58	44	63
Benefits	76	--	58
Freedom to Consult	89	--	71
Institutional Reputation	78	--	55
Institutional Mission	74	--	57
Department	69	--	55
Faculty	68	--	22*
Chief Admin. Officers	57	--	48
Colleagues: Quality	85	65	70
Relationship Between Administration/Faculty	54	48	21
Interdepartmental Cooperation	63	--	41
Faculty Cooperation	70	69	52
Undergraduate	67	38	54
Graduate	79	--	72

*The majority of respondents selected the neutral option in rating faculty leadership

Table 3

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Level of Satisfaction with Dimensions of Work Environment Compared by Selected Faculty Characteristics (Means)

Characteristics	Institution's Reputation	Work Assignment	Support Services	Teaching Instruction	Career Outlook	Compensation
Overall (Mean)	3.10	3.21	3.16	3.79	3.72	3.73
Rank:						
Full	3.10	3.46	3.23	3.89**	3.98*	3.76
Associate	3.08	2.87*	2.94*	3.69	3.54	3.62
Assistant	3.11	2.93	3.26	3.57	3.49	3.80
Gender:						
Male	3.07*	3.36	3.26	3.82	3.49	3.74
Female	3.19	2.65**	2.95**	3.67	3.81*	3.69
Group:						
Teaching	3.00	2.99	2.99*	3.79	3.50*	3.53*
Research	2.10**	4.01	3.47	3.80	4.02	3.76
Extension	3.27	3.02	3.03	3.72	3.56*	3.98
Administration	3.35	2.99	3.32	3.89	3.91	3.99
Balance	3.08	3.18	3.14	3.76	3.75	3.77
Interest:						
Seeking to Go	2.67*	2.75*	2.75*	3.49	3.28*	3.36*
Not Sure	2.94	2.94	3.03	3.67	3.48	3.50
Staying	3.33	3.50	3.38	3.95*	4.01	3.97
College:						
Agriculture	3.30	3.38	3.29	3.95	3.98	3.98
Arts & Letters	2.86*	2.95*	2.69*	3.72	3.61	3.29*
Business	3.01	3.44	3.35	3.69	3.75	3.72
Communication Arts	3.18	3.35	3.54	3.96	3.86	3.47*
Education	3.26	3.42	3.35	3.91	3.73	3.70
Engineering	3.07	3.19	3.20	3.72	3.74	4.06
Human Ecology	3.57	2.77*	3.07	3.98	3.73	3.97
Medicine	3.06	3.10	3.05	3.64	3.51	3.93
Natural Science	3.01	3.35	3.35	3.70	3.78	3.69
Social Science	2.91*	3.10	3.04	3.73	3.51	3.48*
Veterinary Medicine	3.01	3.07	2.68*	3.53*	3.20*	4.11

**Significant at < .05
*Significant at < .01

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Table 4

tions, career outlook, and compensation. Less than 20% of the respondents reported being dissatisfied with these dimensions. A much larger number, 40%, were dissatisfied with their overall work assignment, support services available to them, and quality of the institution.

Comparisons among various faculty cohorts using ANOVA procedures revealed differing levels of satisfaction based on academic Rank, Gender, Group and Interest In Leaving. A separate ANOVA sought differences by college where the faculty appointment was held. Means and significant results for these factors are found in Table 4 (previous page).

Institutional Reputation: Significant differences were observed for Gender (F=6.062, .014), Group (F=2,891, .022), and Interest in Leaving (F=60.872, .000). Women, those with extension and administrative appointments, and faculty members who expressed no interest in leaving the university were more satisfied with the leadership and reputation of the institution. As one would expect, respondents who were more committed to leaving were the most dissatisfied with this dimension of their work environment. Among Colleges (F=4.462, .000), faculty from Arts and Letters and Social Sciences expressed dissatisfaction with Institutional Reputation while Human Ecology, Agriculture and Education members were more satisfied. The remaining colleges clustered around the midpoint which represented no opinion either way.

Work Assignment: Dissatisfaction over the work load, assignment mix, and time available to conduct research was strongest among associate professors, women, members with primarily teaching and administrative roles and those wishing to leave (Rank, F=14.425, .000; Gender, F=35.023, .000; Group F=24.480, .000; and Interest F=41.094, .000). Those members with 50% or more of their time allocated to research were highly satisfied with their Work Assignment (mean=4.01). Among colleges, Arts and Letters and Human Ecology respondents expressed the most dissatisfaction over their work assignments while Business, Natural Science, Communication Arts, Education, and Agriculture faculty members were the most satisfied. (F=2.782, .002).

A significant interaction effect was found between Rank and Group (F=2.185, .027). The Rank means indicated that associates were slightly more dissatisfied than assistants. For those in teaching, research and administration positions, associates were slightly more satisfied with their work assignments (means, however, remained below 3.0), than assistants. Associate faculty in extension and balanced positions were more dissatisfied than assistant professors (particularly those in extension) about their work assignments.

Support Services: A similar pattern emerged for the availability and level of support faculty were given. Associate professors, women, those in teaching positions and those interested in leaving expressed the most dissatisfaction (Rank F=4.524, .011; Gender F=4.394, .035; Position F=4.499, .001; Interest F=29.444, .000). A significant interaction between Rank and Group revealed that associates from all position categories, except administration, expressed the most dissatisfaction about services. Interestingly, among those in administration, associates were the most satisfied. In most cases, assistant professors were the most satisfied with services except for those in extension and administration. Associates appear to be wedged between established faculty who are able to maintain the level of services they desire and new professors who may have been recruited with promises of ample support.

College comparisons found a wide spectrum of satisfaction with regard to support services. Veterinary Medicine and Arts and Letters faculty were moderately to strongly dissatisfied with services. Colleges straddling the midpoint with faculty members holding both opinions included Social Science, Medicine and Human Ecology. Faculty from Business, Communication Arts, Education, and Natural Sciences expressed moderate to high satisfaction with their level of support.

Teaching/Instruction: Generally, every respondent expressed some satisfaction with their teaching assignment including level of assistance, quality of students and discretion to select courses and the content to be taught. Significant differences revolved around the level of satisfaction, with full professors (F=6.221, .022) and those faculty who will stay (F=27, 4.06, .000) being highly satisfied with their teaching experience.

Those faculty with the highest teaching satisfaction included Agriculture, Communication Arts, and Human Ecology. Least satisfied were faculty from Veterinary Medicine.

Career Outlook: Career outlook reflects the faculty members' perception of their job security in the institution, opportunities for advancement, professional growth and development, and discretion available to determine the non-instructional components of their job. Members who have already received tenure were expected to show higher levels of satisfaction than those who are uncertain as to whether they will be accepted as full members of the institution. This proved to be the case, as full professors expressed a higher level of satisfaction with the career outlook than others. Even junior faculty expressed moderate satisfaction with their career opportunities.

Other significant differences were found for Gender (F=8.319, .004), Group (F=6.380, .000) and Interest (F=48.338, .000). Women, those in teaching and extension positions, and faculty willing to leave were not as satisfied with this dimension as others.

A significant interaction effect between Rank and Group (F=2.507, .011) pointed out that associate faculty in research positions were the most satisfied about their career than all others except full professors in extension. On the other hand, associates in extension were less satisfied than full and assistant faculty in similar positions. The only group expressing dissatisfaction with their careers was assistant professors who held administrative positions. In fact, this group; though small, was dissatisfied with just about everything.

The only college that stood out was Veterinary Medicine whose members reported the lowest level of satisfaction over their outlook.

Compensation: There was little dissatisfaction over the compensation (salary and benefits) received by faculty members. Differences between rank were not significant though assistant professors had a slightly higher level of satisfaction than the other groups. Significant differences were found for Group (F=4.469, .001) and Interest (F=3.943, .000). Respondents holding teaching positions and those wishing to leave had lower satisfaction ratings.

One significant interaction was found between Group and Interest (F=2.091, .034). Those in research positions who were willing to leave and those in administrative positions who were not sure if they wanted to leave rated their satisfaction over compensation lower than others.

Among colleges, faculty from Arts and Letters, Communication Arts and Social Science were the least satisfied with their salaries. Concerns about career outlook aside, members of the Veterinary Medicine faculty, along with Engineering and Agriculture were highly satisfied with their compensation. (Table 5 summarizes the satisfaction results presented in this section.)

Career Stages and Job Satisfaction: In Cytrynbaum's and Crites' model of job satisfaction and life stages, satisfaction is highest at entry to the profession, when initial expectations are high. Satisfaction drops sharply as early barriers are encountered; then satisfaction recovers strongly as confidence and success build; and in the final stage, satisfaction tapers off after one's career becomes established. By plotting over-

Summary of Job Satisfaction by Work Dimension

Institutional Reputation	
More Satisfied	**Less Satisfied**
Women	Men
Extention Appointment	Teaching Positions
Administration Appointments	Interest In Leaving
No Interest in Leaving	
Colleges:	**Colleges:**
Human Ecology	Arts and Letters
Agriculture	Social Science
Education	
Work Assignment	
More Satisfied	**Less Satisfied**
Full Professors	Associate Professors
Men	Women
Research Appointments	Teaching Positions
No Interest in Leaving	Administrative Positions
	Interest In Leaving
Colleges:	**Colleges:**
Business	Arts and Letters
Natural Science	Human Ecology
Communication Arts	
Education	
Agriculture	
Support Services	
More Satisfied	**Less Satisfied**
Full Professors	Associate Professors
Men	Women
Research Positions	Teaching Positions
No Interest in leaving	Interested in Leaving
Colleges:	**Colleges:**
Business	Arts and Letters
Communication Arts	Vetrinary Medicine
Education	
Natural Science	

Table 5

Summary of Job Satisfaction by Work Dimension (Cont.)

Teaching Assignment	
More Satisfied	***Less Satisfied***
Full Professors	Assistant Professors
No Intesrest in Leaving	Interest in Leaving
Career Outlook	
More Satisfied	***Less Satisfied***
Full Professors	Women
Men	Teaching Positions
Research Positions	Interest in Leaving
No Interest in Leaving	
	College:
	Vet Medicine
Compensation	
More Satisfied	***Less Satisfied***
Assistant Professors	Teaching Positions
	Interest in Leaving
Colleges:	***Colleges:***
Veterinary Medicine	Arts and Letters
Engineering	Communication Arts
Agriculture	Social Science

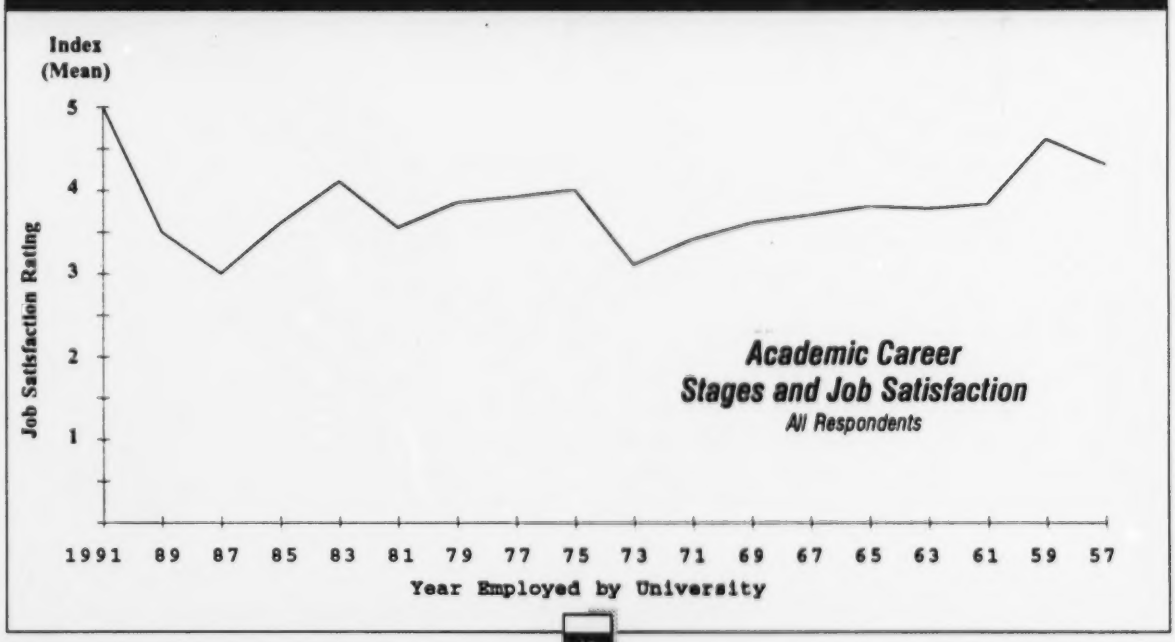
Table 5

all job satisfaction against years at the university, a pattern that approximates the Cytrynbaum and Crites model emerges (Figure 6).

A few interesting deviations do appear. Initial high satisfaction is expressed by those in their positions for only one or two years. In the third year, satisfaction drops and continues to fall until about the seventh year; approximately the time assistant professors are awarded tenure. Satisfaction increases from the seventh year to the tenth year where a dip again occurs about the time full professorships are awarded. Satisfaction then levels off for several years. After about 15 years of employment, satisfaction drops again. Up to this point, faculty job satisfaction approximates the model. However, after 20 years the level of satisfaction rises to highs similar to levels after receiving full professor status.

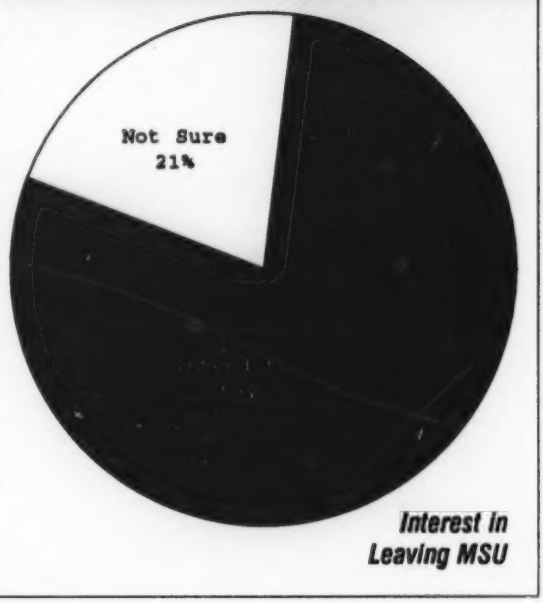
The pattern found for women was slightly different. The down turns were sharper and

Figure 6



the high satisfaction plateau after reaching full professor rank did not last as long. For women with more than 17 years of service, satisfaction levels declined and did not recover in the same fashion as male faculty. As they neared the end of their tenure at the University, women were less satisfied then men.

Figure 7a



Desire to Leave

During times of change, organizational members may consider moving. Willingness to leave was introduced through several questions on retention. The question, represented by Interest, specifically sought the respondents' level of interest in leaving or remaining at the institution. Several other questions probed the degree of effort an individual expected to expend in the job market over the next two years. By comparing for consistency across responses, the faculty's intentions on leaving came into focus.

An interest in leaving MSU was expressed by 23% of the faculty with another 21% uncertain as to their intention (Figure 7a). Switching the question to "what action would you likely take within the next two years," 11% indicated they planned to retire, 23% would resign for a similar position at another university, and after controlling for these respondents, an additional 17% were interested in exploring other opportunities without expressing a strong commitment to leave (Figure 7b). Regardless of how the question was asked, 23% desired to leave; combined with the 11% who will retire, 34% of the respondents could leave if opportunities presented themselves. How many faculty will actually act on their intentions is not known. However, the percentage of Michigan State faculty willing to change far exceeds the turnover estimates of Bowen and Schuster (1986) which range from 6% to 12%, depending on their estimates.

Who expressed an interest in leaving? Assistant and associate professors, those whose employment may not be as secure, indicated a stronger interest in leaving; women, at all ranks, were more likely to be interested in leaving or were undecided; and those respondents whose positions were primarily teaching or were classified as balanced wanted to seek a different position. The strongest commitment to stay at the university was made by those with research and administrative appointments.

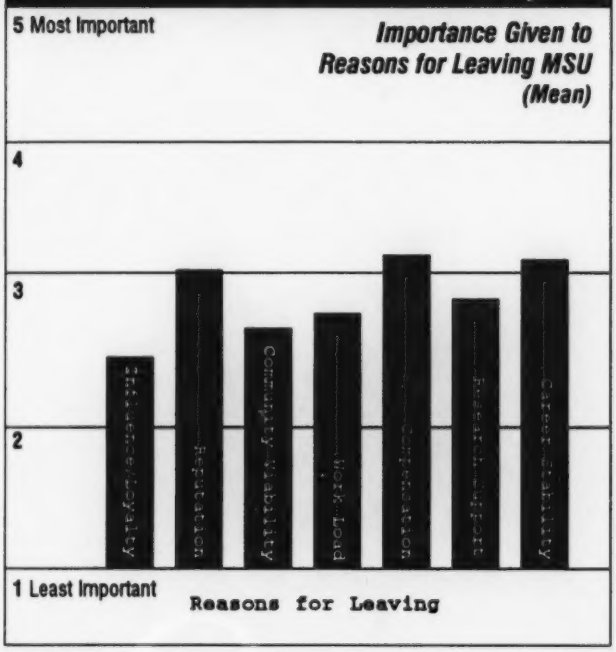
Reasons for Leaving

Matier's (1990) list of possible reasons for leaving the institution was modified and extended to include 44 possible reasons to leave. Each reason was rated on a Likert scale from 1= "not important" to 5= "extremely important." Factors that stood out as being more important in the decision to leave were availability of internal research funds, departmental leadership, salary, research opportunities, and reputation of department. Similar factors, such as salary (overall income potential), research opportunities and departmental leadership, were found by Matier to stimulate movement.

The reasons to leave were factor analyzed, resulting in seven latent factors. Factors identified were Influence and Loyalty (8 items), Institutional

Figure 7b

Figure 8



Reputation (5 items), Community Viability (6 items), Work Load (7 items), Compensation (3 items), Research Support (5 items) and Career Stability (5 items). Factor loadings and reliabilities for each factor can be found in Appendix B. Six items failed to load on any of the latent factors and were not included in the analyses.

Institutional Reputation, Compensation, Research Support, and Career Stability were rated by more than 57%of the respondents as "fairly" to "very important" reasons for leaving the university. The means are displayed in Figure 8 where higher means indicate more importance placed on this factor when deciding to leave the institution.

In comparisons by Rank, Gender, Group and Interest in Leaving, there were few significant differences. Rank (F=5.896, .003) and Interest (F=5.467, .004) appeared important for Community Viability where assistant professors and those most interested in leaving found the community to be lacking. From young professors' comments related to this question, the major concern was availability of comparable employment for a spouse.

Assistant and associate professors also listed Work Load as a more important reason to leave (Rank F=5.534, .004). Concern over work load and "doing more with less" dominated comments found throughout the survey.

Compensation, the salary and benefits extended to faculty, received similar ratings of importance from respondents. A significant and interesting interaction was found between Gender and Interest (F=4.331, .013). Men who were interested in leaving or were not sure, rated compensation higher than women in the same groups. Women, however, who had no interest in leaving (or couldn't leave), felt compensation was a more important reason for leaving than men who had no interest in leaving.

Rank produced significant results for both Research Support and Career Stability (F=4.969, .007; F=32.016, .000, respectively). Assistant professors viewed availability of adequate research support as an important retention issue. Both assistant and associate professors were concerned over their career opportunities, especially tenure Reasons for leaving are summarized in Table 6.

Compensation

The analysis of the role of salaries in retention yielded inconsistent results. On the one hand, faculty appeared to be satisfied with their salary, yet, on the other, salary was a primary motivation to leave. Additional information on faculty salary considerations was solicited through three additional questions. Two questions asked respondents how their salaries compared to peers in their field at MSU and with peers nationally. The rating scale for both ranged from 1="much lower than average" to 5="much higher than average." Means are reported in Figure 9

Among institutional peers, respondents felt that their salaries fell just below average (mean=2.74). Those with research and administrative appointments (Group F=11.153, .000) be-

Summary of Reasons for Leaving: Who Considers Them Most Important	
Community Viability:	Assistant Professors
	Interest In Leaving
Work Load:	Assistant Professors
	Associate Professors
Compensation:	Everyone
Research Support:	Assistant Professors
Career Stability:	Assistant Professors
	Associate Professors

Table 6

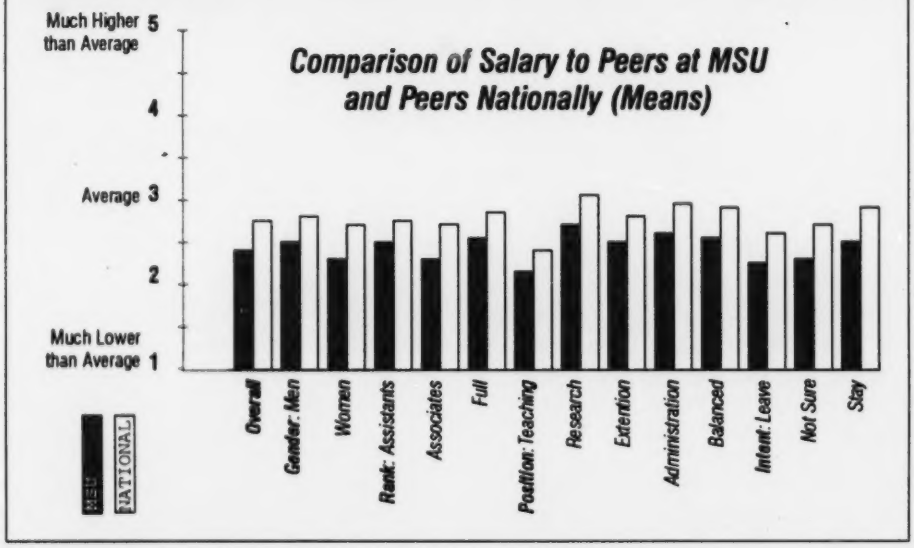
lieved their salaries to be average or above. Those who felt their salaries fell substantially below their peers were those in teaching positions. Interest in Leaving (F=6.777, .001) was also significant. Those who wished to leave were "somewhat" below average in salary compared to the others. A significant Rank - Interest in Leaving interaction (F=2.594, .035) revealed that assistant professors who were interested in leaving felt their salary was low compared to peers. While associate and full professors who were undecided felt their salaries were seriously below average.

Comparing salaries to their peers across the nation, all respondents, including those in research, believed their salaries to be "somewhat lower than average." (mean=2.41). Comparisons found important differences by Groups (F=3.271, .038). Those with teaching positions and those expressing the strongest interest in leaving believed their salaries to be seriously below the national average. Women, with the exception of those undecided about leaving, felt their salaries were lower among their national peers than men did. Undecided women felt their salaries were slightly better than did men in the same category.

"Should an opportunity present itself, what level of additional salary would have to be offered before you would seriously consider leaving MSU?" This question produced some interesting results that also matched the findings reported by Matier (1990). After removing those who obviously have no interest in moving (100% increase) and those who would be willing to take a salary cut just to leave, the responses ranged from 10% to 75% in additional salary. The most common answers were 20% and 25%. In other words, to entice an assistant professor away, depending on field, another organization would have to offer between $5,000 and $12,000 more; for an associate, $8,000 to $13,000 more; and full professors probably $10,000 plus. This evidence suggested that the faculty were responsive to salary considerations and all other things being equal, could be bought away from the university.

The mixed signals regarding salary could be generated by a number of underlying factors. One source, identified through comments, is the perception that salaries have become compressed. This situation arises when new assistant professors are hired at salaries that often exceed experienced faculty's salary levels. Compression can be further abetted by hiring experienced senior faculty at levels substantially above faculty with similar experiences. MSU economists Byron Brown and Stephen Woodbury, in their 1991 preliminary examination of faculty salary structure, support the contention that compression has altered the salary range at Michigan State. As experienced faculty watch new hires establish new salary expectations, the perception that their salaries are below average seems very real.

Figure 9



The Perfect Position?

Some people wish they had the opportunity to restructure their position, ridding themselves of onerous tasks and garnering precious time to use on activities viewed as more enjoyable, rewarding or both. Respondents were given the opportunity to indicate what activities they would want more of or less of in their position. It comes as no surprise in a research-oriented university that faculty want to do a little less teaching and service and a lot less administration in order to devote more time to research and professional development (Table 7). If a new position at another institution was sought, the change in responsibilities desired was similar to the restructured position at Michigan State University.

Numerous differences were found among certain descriptive variables. In four of six areas, women held stronger desires on what they wanted than men (Table 8).

Teaching. Among Group (F=40.966, .000), Gender (F=25.041, .000) and the Group-Rank interaction (F=2.357, .016) significant differences appeared. Those with primarily teaching positions (mean = 2.37) and those with balanced positions (mean = 2.78)

wished to do less teaching. Research position occupants felt they did not need to change their teaching load. Those respondents in extension and administration positions would like to do a little more teaching.

Research. Everyone would like to have more time for their research programs. None more so than women whose mean on this item extended toward the "much more" end of the scale. Those individuals in teaching and administrative positions wanted more time than researchers who were satisfied with the amount of time they already have (Group F=9.019, .000). Associate and full professors expressed a desire for more research time than assistants (Rank F=7.558, .001); and those who were interested in leaving or were not sure whether to move or not wanted more research time (Interest F=4.678, .000).

Advising. Although changes in the time devoted to advising did not vary much in the restructuring, remaining at "the same amount," not everyone felt that way. Women, in particular, wanted less advising responsibilities (mean = 2.83) as did those Interested in Leaving (F=3.215, .041). Group differences were also noted with extension and administrative position holders wishing for more advising time; everyone else felt they already had the right amount (Group F=2.590, .035).

Professional Development. Professional development, time to think through creative ideas, to learn new skills, and to develop new materials, was in nearly as much demand as research. This was particularly true for those in teaching and extension positions (F=6.424, .000) while researchers were satisfied with their allotted time. Women wanted more professional time (Gender F=10.311, .000) as did those Interested in Leaving or not sure (Interest F=10.328, .000)

Service. Less time allocated to service assignments would be desired by all, except possibly by those in administrative positions. Actually, only those with extension positions wanted to reduce their service hours significantly compared to the other groups (Group F=6.582, .000).

Administration. Most wanted to give it up! Everyone wished to rid themselves of burdensome administrative tasks. Those in administration, balanced, and teaching positions (Group F=10.022, .000) desired less than those in research and extension. A significant interaction between Gender and Interest (F=3.523, .030) showed that women who planned on staying or were not sure of their intent would not reduce their administrative time as much as men; women who wanted to leave desired less administrative responsibilities than men in this group. Of all respondents, women interested in leaving expressed the strongest need to reduce their administrative responsibilities. A significant Rank and Interest interaction (F=2.615, .034) revealed that assistant professors interested in leaving and associate professors who were not sure of their intentions indicated they wanted less administrative responsibilities.

Desire for More or Less of Specific Components in Position (Means)

	Restructure Position	
	MSU Position	New Position
Teaching	2.76	2.69
Research	3.87	3.85
Advising	2.99	2.88
Professional Development	3.64	3.62
Service	2.89	2.82
Administration	2.33	2.38

Scale: <3 less, 3 same, >3 more

Table 7

What Men and Women Faculty Members Desire More or Less of in the Current Position (Means)

	Men	Women
Teaching	2.85	2.45
Research	3.80	4.14
Advising	3.03	2.83
Professional Development	3.59	3.84
Service	2.89	2.88
Administration	2.34	2.30

Scale: <3 less, 3 same, >3 more

Table 8

Leveraging One's Position

Not all labor market explorations are done with the intention of finding a new position and leaving the present institution. Job offers can be dangled in front of department chairs and deans in order to strengthen one's position at the institution. The motive may be to enhance salary, to accelerate a promotion, or to acquire additional support rather than actually finding new employment. How prevalent is this type of activity among faculty?

Salary Enhancement Through Job Solicitation	
High Use of Job Solicitation Perceived	
Business	63%
Communication Arts	59%
Education	53%
Moderate Use of Job Solicitation Perceived	
Social Sciences	49%
Veterinary Medicine	47%
Arts and Letters	46%
Natural Sciences	40%
Agriculture	31%
Low Use of Job Solicitation Perceived	
Engineering	18%
Medicine	18%
Human Ecology	15%

Table 9

The answer depends on what the negotiator wants.

Salary. Sixty (60) percent believed that it was not a practice in their department for a colleague to solicit a job offer for the purpose of enhancing salary. Forty (40) percent did, however, and who they were was interesting. More women believed this practice occurred, 45%, than men, 38% (Gender F=3.891, .049). The most striking differences were found between colleges (College F=7.30, .000). Grouped by percent of college members agreeing that this practice occurs, the Colleges of Business, Communication Arts, and Education faculties believed solicitation of job offers was common practice. In the Colleges of Engineering, Medicine(s), and Human Ecology, few believed this practice occurred (Table 9).

Promotion. Job solicitation is infrequently used to accelerate or insure promotion according to respondents. Only 29% indicated that solicitation was used. The percentages among colleges were significant (F=2.789, .002) with faculty from Veterinary Medicine (49%) and Business (43%) believing that promotions were enhanced by seeking alternative job offers. A significant Rank and College interaction was observed (F=1.677, .032). Full professors in Business (73%), associate professors in Engineering (62%) and assistant professors in Veterinary Medicine (61%) firmly believed that job offers aided individuals in their promotion efforts (Table 9).

Support. Individuals were perceived as less likely to use job solicitation to increase support, specifically for research. Only 33% of the respondents believed this occurred. Again, Gender (F=4.730, .030) and College (F=4.442, .000) revealed significant differences. Women were more likely to think that people used job seeking as a means of leveraging support. Similarly, faculty in the Colleges of Education (47%) and Veterinary Medicine (49%) believed this type of activity occurred.

Not everyone can benefit from job solicitation to enhance his or her position. Anecdotal comments revealed that only those individuals who could back-up their intent by actually leaving could

Promotion Acceleration Through Job Solicitation	
High Use of Job Solicitation Perceived	
Veterinary Medicines	49%
Education	47%
Moderate Use of Job Solicitation Perceived	
Business	42%
Communication Arts	42%
Natural Science	40%
Arts and Letters	34%
Social Sciences	32%
Agriculture	30%
Low Use of Job Solicitation Perceived	
Medicine	16%
Human Ecology	15%
Engineering	12%

Table 10

gain from this strategy. Thus, dual career couples were less likely to benefit from this approach, unless university officials did not know about the partner. Women felt men could use this strategy more effectively; men's actions were less likely to be affected by their partner.

Institutional Issues

A series of questions solicited concerns frequently voiced by the faculty at Michigan State University. Responses to questions on rewards, mission, women, and minorities captured some of the prevailing thought on these complex issues (Figure 10).

Tenure and Rewards. The three missions of the university, teaching, research and service, are viewed differently when considered with respect to tenure and promotion. Respondents disagreed with the statement that "teaching effectiveness should be the primary criterion for promotion and tenure" (mean 2.48). While disagreement was also expressed for the position that "research/publications should be the primary criterion for promotion and tenure" (mean=2.87), more respondents neither disagreed nor agreed with the statement (40%). There was considerable disagreement with "service/extension being an equivalent criterion with teaching and research" and with "service/extension carrying more weight" in tenure and promotion decisions. Agreement was expressed for the position that "promotions should be based in part on formal student evaluations."

Rephrasing these statements to determine the weight that research should play in the awards system as compared to teaching and service, respondents indicated that research should be rewarded more than service but not necessarily more than teaching.

With each of these statements, differences occurred within the faculty population. The primary activity to which faculty devoted time determined the strength of agreement or disagreement with these statements. Those in teaching and extension tended to take a neutral stance on the question of whether teaching should be the primary criterion. Researchers strongly disagreed with this statement (Group F=15.6662, .000). Extension faculty strongly agreed that extension should be an equivalent criteria in tenure and promotion. The other groups, excepting administrators, disagreed. Researchers agreed that research should be the primary criterion, while extension faculty strongly disagreed.

The most interesting responses were from administrators. Administrators disagreed that teaching and research were the primary criterion and expressed some agreement that service should receive equivalent weight. Two significant Group - Rank interactions for Service (F=2.013, .042) and Research (F=2.420, .014) added an interesting angle. Assistant and associate professors in administrative positions tended to view service more equivalently by lessening the emphasis on research in rewarding faculty. However, full professors in administrative positions gave research a primary role in determining awards. One additional observation, the Group - Rank interaction for "research being rewarded more than teaching" showed full professors with 50% or more of their time committed to teaching agreed with this statement.

What emerged from the responses

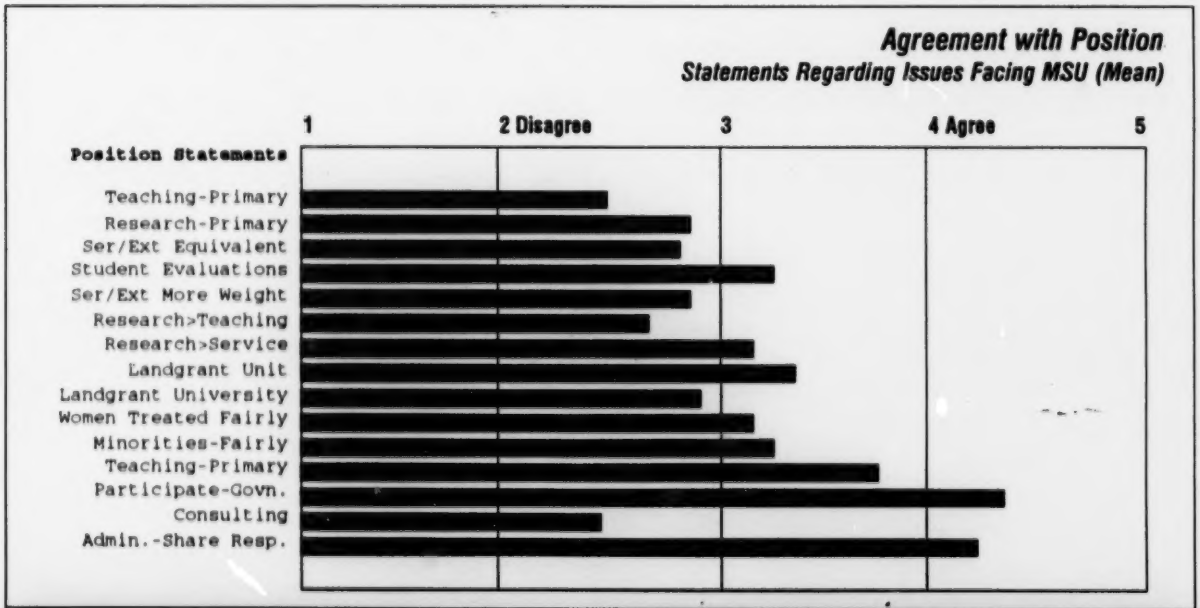


Figure 9

to this set of questions was the sense that faculty rewards, promotion and tenure are based on some combined weighting of teaching and research activities. Service and extension contributes little except for those in extension positions. Which should count more, teaching or research, depends on where one sits. Senior faculty tend to place more weight on research; but the evidence is not conclusive. Examination of another set of questions sheds additional light on this issue.

Respondents were asked to rate the importance of five faculty responsibilities in decisions for tenure, promotion in rank and merit increases. The responsibilities included teaching, research/scholarship, advising, service/extension and administration/governance. The scale used to rate these responsibilities ranged from 1 = "not very important" to 5 = "extremely important."

Tenure. Teaching and research were considered very important in the tenure decision. Service and extension was viewed as fairly important. Advising and particularly administration/governance were only somewhat important to the decision. Teaching was rated similarly across all characteristics, except College (F=4.882, .000). In the Colleges of Medicine(s), Veterinary Medicine and Business, teaching was rated between "fairly" and "very important" rather than between "very" and "extremely important."

Research was rated the most important factor with a mean of 4.23. Associate professors scored slightly lower at 4.08 than the others (Rank F=4.607, .010) and faculties from the Colleges of Medicine(s) and Veterinary Medicine placed less importance on research, means 3.97 and 3.83 respectively, than other faculties, particularly Business (means 4.42) and Communication Arts (means 4.42) (College F=3.893, .000).

A Rank by College interaction that approached significance (F=1.520, .067) revealed that associate and full professors in Medicine(s) and Veterinary Medicine only viewed research as fairly important in the decision. Junior faculty in Business, Communication Arts and Engineering and senior faculty in Agriculture considered research to be extremely important.

Service and extension received ratings that placed them "fairly important" on the scale (mean = 2.92). College differences were significant (F=30.390, .000). The Colleges of Agriculture, Veterinary Medicine and Education considered service to be "very important." Service received its lowest rating from faculty in the College of Business who felt it was "somewhat important." The Gender by College interaction (F=2.081, .024) revealed that in most colleges women rated service and extension higher than their male counterparts. The exceptions were in Communication Arts and Social Sciences. In Arts and Letters, Education and Engineering, the importance of service was viewed similarly by both men and women.

Advising was considered "somewhat" to "fairly important" (mean = 2.71) by the respondents. The only significant result was for College (F=19.114, .000) where faculty from Education and Human Ecology viewed advising as "fairly" to "very important" while the Business faculty did not consider advising "very important at all."

For tenure decisions, involvement in administration and governance would not contribute much to the decision. The overall mean was 2.17 or "somewhat important." Women, however, considered it to be slightly more important than men (Gender F=5.405, .020) with means of 2.23 and 2.12, respectively. No matter how well administrative responsibilities were handled in the Colleges of Business, Engineering and Social Sciences, faculty would find them of little importance in the tenure decision. Administrative responsibilities were apt to count more with the faculties in Education and Agriculture.

Promotion in Rank. The importance ratings for promotion were nearly identical to the ratings for tenure. Even the differences found among descriptors remained relatively the same. A common belief about faculty is that once tenure has been achieved the reward system shifts toward teaching and service. These results failed to substantiate that belief. In fact, the significant difference for Rank (F=4.213, .015) on research responsibilities indicated that overall full professors placed more importance on this than junior faculty. Research appeared "extremely important" to full professors in determining awards for both tenure and promotion.

Merit Increases. Research also was held to be more important in merit consideration (mean=4.29) with teaching following second (mean=4.0[illegible]). Assistant professors preferred that merit be based more on their research (Rank F=4.159, .016) and less on teaching (Rank F=4.180, .016) and service. Similarly, those who expressed an interest in leaving wanted less consideration given to teaching (Interest F=3.[illegible] .026), advising (Interest F=5.063, .0[illegible]) and service (Interest F=4.219, .015) in the allocation of merit. The only gender differences was found for administration/governance (F=9.240, .002) where women expressed their desire to have this factor contribute more in the decision than men. While service appeared as only "fairly important," it was more important to those who have been at Michigan State University for a number of years; and particularly if the person was a male, full professor or held an extension position.

University Mission. The land grant mission is publicly articulated as the philosophical foundation of Michigan State. The faculty tended to agree with the statement that "the land grant mission is emphasized in their academic unit's objectives." Members of the faculty with extension and administrative positions (Group F=4.158, .002) and those not interested in leaving (Interest F=7.463, .001) expressed more agreement with this statement than others.

Interestingly, respondents expressed mild disagreement with the statement that "the land grant mission receives appropriate emphasis in overall university objectives." Extension respondents (Group F=3.508, .008) and those with interests in leaving (Interest F=4.698, .009) were more likely to

perceive that the land grant mission failed to provide direction for programs and activities at the university level. The philosophy has become more rhetoric than action.

Women and Minorities. Are women and minorities treated fairly at the university? Overall, the faculty tended to agree that they were (mean 3.17 and 3.37, respectively). Women, however, disagreed (mean 2.48) with the statement that "women are treated fairly" (Gender f=61.143, .000).

There existed stronger agreement that "minorities are treated equally," particularly among those with research appointments. Women disagreed with this statement (mean = 2.75) though not as strongly as they did concerning the fairness toward women statement. Men agreed strongly with this statement, however (mean = 3.53) (Gender F=44.297, .000). Also, faculty at the assistant and associate ranks tended to agree that minorities were treated more fairly than did full professors, with means of 3.56, 3.14, and 3.06 respectively (rank F=7.143, .001).

Other Issues. Faculty agreed that they were free to pursue any idea in class and that faculty participation was needed in university governance. They disagreed that consulting should be restricted.

The final issue that they strongly agreed upon was that "the administrative function is taking an increasing heavy share of available resources." Comments pointed toward a perception of the increasing proliferation of administrative positions throughout the university. Institutional problems tend to be solved by "throwing a body at it," rather than working through the issue with existing faculty and administrators. There exists a perception that administrative tasks were becoming more specialized, requiring more administrative staff to handle them.

Looking Toward 1995

Asked what they believed the condition of the university would be by 1995 compared to today, respondents indicated that the university would be "much worse off." (mean = 1.53 from a scale of 1 = "much worse off" to 5 = "much better off"). Differences in scores between Rank approached significance (F=2.718, .067) with assistant professors being more pessimistic than those at higher ranks.

Several significant differences were found among Colleges (F=1.954, .035). More pessimism reigned in Veterinary Medicine (mean = 1.31), Medicine(s) (mean = 1.44) and Social Sciences (mean = 1.43) than the other colleges. The differences may be only a matter of degree, as the highest rating, approaching somewhat worse off was from Education (mean of 1.72).

Those who were not interested in leaving had a significantly higher rating, mean 1.64, than those wishing to leave or not sure, 1.35 and 1.45 respectively (Interest F=14.853, .000).

Finally, a significant interaction effect was observed for Rank and Gender (F=3.237, .040). Women at the assistant rank were more optimistic than men at the assistant rank, means 1.68 and 1.46, respectively. Women at the associate and full ranks, however, were more pessimistic than their male counterparts, means of 1.53 for women in both groups compared to 1.63 for men in both groups.

Minorities

Until this point in the discussion, race or ethnic background has not been included in the analyses. Because of the small number of minority faculty in some colleges, the possibility of being identified existed given the type of methods used throughout the study. However, in order to provide insights into how racial and ethnic minorities perceive their situation compared to Whites, selected comparisons are offered in this section.

Job Satisfaction. On the six satisfaction measures, minorities compared closely to Whites. Minorities were most satisfied with their Teaching Assignments, Salary and Career Outlook. Like Whites, they tended to be less satisfied with their Work Load.

Two significant differences appeared in the ANOVA comparisons of means for Reputation and Support. In both cases, minorities were more satisfied with administrative leadership and the level of support they received than Whites. These higher levels of satisfaction may reflect the effort by university officials to identify and attract quality minority faculty. This requires a commitment by the university to continue to support them. Apparently, the university has honored this commitment.

Leaving. Minorities were more inclined to be willing to leave Michigan State University than Whites. As Table 11 indicates, 30% were interested in leaving and 24% were not sure. Overall, 54% of the minority faculty would consider alternative offers of employment, compared to only 42% of the White faculty.

Reasons for Leaving. Minorities were not noticeably different from Whites in their reasons for leaving. Compensation, Research Support and Career Stability were the major items around which a decision to leave would be made. The comparison of means for Career Stability produced a significant difference. Minorities would be more likely to leave if their work is not appreciated, department leadership falters, and career advancement and promotion becomes limited.

The mean differences for compensation approached significance. This may suggest that minorities may be more sensitive to salary and benefit issues. Minorities did consider their salaries to be lower than average both within the institution and nationally. In comparison to how White's felt about their salaries, minorities felt stronger that their salaries were lower.

Issues on Being Treated Fairly. A comparison was made on the two questions concerning the fair treatment of women and minorities on the campus. No significant difference was found for the treatment of women: White's mean was 3.19 and minorities 2.99. The difference for minority fairness was significant (F=21.173, .000) with means

Mean Comparisons of Whites - Minorities		
	White	**All Minorities**
Job Satisfaction		
Reputation	3.08	3.27*
Work	3.24	3.19
Support	3.14	3.44*
Teaching	3.81	3.72
Career	3.75	3.58
Salary	3.75	3.62
Reasons for Leaving		
Influence	2.52	2.48
Reputation	3.06	3.17
Community Viability	2.53	2.48
Work Load	2.80	2.73
Renumeration	3.15	3.31
Research Support	3.00	3.18
Career Stability	3.13	3.42*
Desire to Leave		
Interest in Leaving	21.50	30.30
Not Sure	20.40	24.00
Stay	58.10	45.80

*Significant at > .05

Table 11

of 3.43 and 2.84 for Whites and minorities, respectively. From their perspective, minorities do not agree with the belief that they are being treated fairly while Whites do.

Knowing that women viewed these issues differently than men, a comparison was made between White males, minority males and all females on both questions of fairness. The results pose a stark picture of how men and women view each other on this campus. Regarding the treatment of women, both White and minority males agree with the statement that women are treated fairly, means of 3.37 and 3.26, respectively. Women strongly disagree, however, with a mean of 2.47 (a significant difference :F=43.180, .000).

White males strongly agreed that minorities are treated fairly (mean 3.60). Minority males were inclined to neither agree nor disagree with the statement (mean 2.97). Women, on the other hand, disagreed, mean 2.76 (F=47.2666, .000).

In both cases, women view the campus environment much differently than men of all racial groups!

Discussion

When forces, both internal and external, gather sufficient strength to overcome the inertia of staying in one's present position a faculty member is likely to move (Flowes and Hughes, 1973). External pulls alone will generally not supply the necessary benefits to change one's position (Matier, 1990). Evidence from other research has indicated that as internal pushes strengthen, external pulls become attractive. Internal factors found to exert the most pressure to leave were inadequate facilities and support, high personal costs to maintain one's position, and other work environment issues (Matier, 1990; Blackburn and Aurand, 1972). In addition, non-work-related issues, such as community viability and suitable employment for spouse/partner, contribute to the decision to leave (Steckkin and Lathrop, 1960 and Matier, 1990). An offer of a sizeable salary increase, the one external pull, usually triggered the move. The majority of individuals, nonetheless, report leaving positions because of the internal pushes rather than the external pulls (Caplow and McGee, 1958; Toombs and Marlier, 1981; and Matier, 1990). This project has investigated those pushes and pulls influencing Michigan State faculty during a period of extensive change.

Neglect of the work environment appears to be the biggest contributor of pressures for faculty to consider leaving. Dissatisfaction (internal pushes) center on the lack of support, both clerical and research; the physical conditions of office, classroom and laboratories; the confrontational relationship between faculty and administration; the institution's reputation; and the leadership style of senior administrators. In many respects, MSU's faculty is no different than faculty at other comparable institutions. It is simply a matter of the degree of dissatisfaction.

For some faculty at Michigan State University, the internal pushes have reached a critical level. Nearly 40% expressed an interest in exploring the labor market over the next several years.

The willingness to exit the University is strong even in the face of a very difficult labor market. Faculty do not expect the institution's environment to improve from now until 1995. Thus, the internal pushes are sufficient for external pulls to cause movement.

Who is likely to leave? Research has shown that males at the assistant and full professor ranks and those heavily involved in research are more likely to leave. Our results partially coincided with this research. Men at the assistant and full professor ranks showed a higher interest in leaving than others. The intent to leave was also strong among women at all ranks, minority faculty, and those faculty in teaching and balanced positions. The exception to established patterns was those faculty members with a heavy research appointment (greater than 50% of one's time) who expressed a strong desire to remain at the university.

Even in light of the strong interest in leaving, overall job satisfaction remains high. What can be done to capitalize on this level of faculty satisfaction? Improvement in the climate surrounding work can do much to enhance the situation. Adequate support services, more time for personal development and research, and better maintenance of facilities are more critical than salary enhancement. But the most important aspect may be a larger faculty voice in the decision process.

Restructuring, regardless of how it is done, asks organizational members to pay a heavy price. Done poorly, restructuring creates an environment that reduces quality, innovation and motivation. As morale plummets, creativity decreases, a concern running through many of the comments attached to the survey. Administrative leadership received much of the criticism for efforts to restructure the University. Lost was the vision behind the changes; predominant was a management style which sought little input on implementation or allowed units little choice in proceeding with the process.

Nevertheless, through their comments, faculty expressed a deep loyalty to the institution. This loyalty, however, was associated more closely to the department or discipline than the university at large. Job satisfaction is molded and sustained at the department level by colleagues and the department chair. The department serves as the focal point for faculty concerns. The department chairperson plays an important role as mentor, champion for tenure and promotion, advocate for research support, assignee of work load, and catalyst for the collegial atmosphere among the faculty.

From faculty comments, there appears to be a clash between the faculty's expectations for the chair and what the chair may be required to do by senior administrators. Faculty want their chairs to be involved on their behalf in institutional decision making. However, the chair is often perceived as a "hatchet person" for top university administrators.

For the faculty to play a more pivotal role, communication between central administrators, deans, and departments need to be opened. Departments, left out of information loops and decision making processes, feel that they are often treated cavalierly. Legitimate input is ignored. Administrators could start to improve the climate by "really" listening to faculty at the department level. To address questions of voice, Boyett and Conn (1991), among others, advocate a management style that replaces top-down hierarchies with basic unit decision making. The basic units, in this case the departments, are empowered to make decisions necessary to survive. This approach requires cooperation among departments and colleges rather than the competitive motif that prevails in top-down management. As leadership and management styles change to match the operational, personnel, and fiscal conditions of the 1990's and beyond, central administration may want to re-examine its approach to handling change with the intention of directly interacting with and involving faculty.

Salary compression, a sore point with faculty who have served the University for many years, may be an intractable issue. New faculty in some disciplines can command salaries above senior ranked faculty. Bidding wars for new faculty seem counterproductive in times of constraints when faculty are not receiving the raises they believe they deserve.

The heavy emphasis on research invades all facets of faculty life. With the tenure and promotion system heavily influenced by research productivity, faculty want more of their time allocated to research activities. Those with primarily teaching positions find themselves locked in a two tier system which research dominates. Among those with extension appointments concerns surfaced as to how they fit into a system where outreach was not strongly supported in the institution's reward system.

The pressure to do research is exacerbated by departmental needs. Departmental survival often hinges on the availability of research funds for graduate student stipends, supplies, equipment and secretarial support. Faculty spend increasing time seeking grants and the pressure to obtain them is intensifying. Yet, commenters raised concerns about the university's ability to carry out its land grant mission, the quality of instruction students receive, and the dead-end careers of those stuck in teaching in the face of the clear need to increase research support.

Nothing rattled faculty more than the cry of the 1980's: "do more with less." Faculty were particularly frustrated by what they perceived as the inability of senior administrators to improve the financial resources of the institution. "Doing more with less" is a hollow cliche; everyone feels that they have been pushed to the limit. Even those who are successful in their endeavors stated that they have been pushed to the limit, if not their breaking point. Reemphasizing an earlier concern, creativity and motivation are at a low ebb. The key phrase is "loss of creativity." Many faculty revealed that they had no time to reflect on their world in order to produce creative research ideas or to develop new teaching materials. Faculty want to capture time, which is quickly fleeing to other activities (for example, administrative assignments), for their personal development. The loss of creativity contrib-

utes further to the loss of energy which further lowers morale and decreases motivation.

The life cycle model, used to track job satisfaction by length of service, illustrates critical times when job satisfaction drops sharply. It is around these points that faculty are most likely to consider leaving. The times prior to the tenure decision and to promotion to full professor can be anticipated. What deserves attention is the rapid decline of job satisfaction among new faculty. The pressures to attain tenure, plus all the other obligations thrust upon them by the institution, makes junior faculty particularly vulnerable to pulls from outside the university.

Apparently, the satisfaction of reaching full professor is short-lived. For several years, job satisfaction remains high before dropping: a pattern similar to the path predicted by Cytrynbaum and Crites. To insure that historical events at the university didn't attenuate job satisfaction, several faculty were queried about events fifteen to twenty years ago. Nothing unusual was found. A more plausible explanation suggests that the harder a faculty member strives to remain at the cutting edge of research and also excel in teaching and service, all against a back drop of decreasing support, the job becomes less appealing. This may also be the time many faculty recognize they are unlikely to make any further career moves.

The dramatic increase in job satisfaction during the latter stages of ones' career which runs counter to the predictive model prompts further inquiry into faculty life. The sample population in these later stages become small, making prescriptions difficult. However, the path suggests that older faculty may give up being "all things to all people," relinquishing their juggling act. They seek a niche that fits their interests and talents and concentrate their energies within that niche. As more faculty extend their time in service, postponing retirement, their career dynamics change. To better utilize these resources, further career research on these faculty appears timely.

Two separate worlds exist at Michigan State University; one for women and one for men. Men and women view their positions in the institution differently. (This finding is consistent with results from several other studies recently completed on campus.) Women believe the system works in favor of men, particularly in work assignments, where women are likely to have more teaching and administrative responsibilities, and less time for research. The informal system also benefits men who, for example, are better positioned to use job offers to leverage their position. Men choose to ignore these practices, probably because they work to their advantage. Many women can not use this strategy because, if required to act upon their decision, it is unlikely that their partner could easily move. While this contention is based on anecdotal comments from several women, the dynamics of dual-career couples certainly exacerbates women's labor market participation. Both the role of women in the institution and the influence of dual-career couples need to be examined further to better understand their relationship to job satisfaction.

Conclusion

This project profiled Michigan State University's faculty at a particular point in time. This benchmark of faculty perceptions, beliefs and concerns, amid a time of structural change and fiscal limitations allows future comparisons, as the re-engineering becomes complete. The results serve as timely reminders of faculty wants and needs: a productive environment for quality teaching, research and service. It's clear that this faculty desires a stronger voice in the decision process. While institutional loyalty remains strong, the temptation to exit only lies slightly submerged below the daily activities of the faculty.

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Appendix A
Factor Loadings for Latent Characteristics of Job Satisfaction

	Institutional Quality	Work Assignment	Support Services	Teaching/ Instruction	Career Outlook
% Variance Explained	26.2	8.1	7.1	5.2	4.8
Reputation of MSU	.5994				
Institutional Mission	.6282				
Chief Administrative Officers	.7005				
Faculty Leadership	.6584				
Faculty-Administration Relations	.7663				
Faculty Cooperation	.5842				
Cronbach's Alpha = .787					
Work Load: General		.7218			
Time for Research/Scholarship		.8100			
Mix of Duties (Instruction, Research, Administration and Service)		.7315			
Time to Work with Students		.6258			
Cronbach's Alpha = .808					
Availability of Support Services			.6210		
Availability of Equipment			.6395		
Research Assistance			.6025		
Cooperation of Support Staff			.5446		
Quality of Research Facilities			.6239		
Cronbach's Alpha = .696					

	Institutional Quality	Work Assignment	Support Services	Teaching/ Instruction	Career Outlook
Content of Classes				.7700	
Ability to Select Classes to Teach				.7107	
Teaching Assistance				.5917	
Quality of Graduate Students				.6022	
Quality of Undergraduate Students				.4960	
Cronbach's Alpha = .690					
Job Security					.5427
Ability to Make Non-Instructional Decision About the Job					.5939
Advancement Opportunity					.5439
Opportunities for Professional Growth					.4970
Departmental Leadership					.6000
Cronbach's Alpha = .661					

Appendix B
Factor Loadings for Latent Characteristics of Reasons to Leave the University

	Institutional Commitment	Institutional Reputation	Community Attraction	Work Load	Compen-sation	Research Support	Career Outlook
% Variance Explained	36.0	6.4	7.2	3.5	2.9	3.4	4.3
Rapport with Univ. Leadership	.72589						
Influence in College	.68051						
Rapport with College Leaders	.79385						
Influence in Institution	.73580						
Loyalty	.54714						
Institutional Mission	.52290						
Influence in Dept.	.54447						
Cronbach's Alpha = .8620							
Reputation of MSU		.75085					
Reputation of Associates		.68647					
Reputation of Department		.75222					
Competence of Colleagues		.66160					
Congeniality of Colleagues		.41963					
Cronbach's Alpha = .8701							
Geographic Considerations			.87260				
Cultural/Social Opportunities			.81508				
Climate			.81437				
Housing Costs			.65086				
Family & Friends			.53649				
Spousal Career			.50339				
Cronbach's Alpha = .8307							

	Institutional Commitment	Institutional Reputation	Community Attraction	Work Load	Compen-sation	Research Support	Career Outlook
Service Load				.61541			
Administrative Load				.68734			
Publishing				.44060			
Teaching Load/Assignment				.57422			
Research Load				.54108			
Cronbach's Alpha = .7498							
Salary					.69629		
Benefits					.40481		
Merit Pay					.71847		
Cronbach's Alpha = .7905							
External Fund Availability						.79107	
Library Facilities						.45078	
Research Facilities						.68107	
Research Opportunities/ Internal Fund Availability						.75849	
Cronbach's Alpha = .7936							
Job Security (Tenure)							.62771
Departmental Leadership							.53889
Promotion							.79473
Career Advancement							.69814
Appreciation for Work							.57422
Cronbach's Alpha = .8338							

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The Collegiate Employment Research Institute was established by Michigan's Legislature in 1984. The Institute is charged with the task of examining issues on career development and employment for college graduates. Various projects are underway, including the study covered in this report, to provide information to educators and counselors for program development. If you have any questions on this study or any Institute project, please contact the Institute directly.

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